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ABSTRACT

This document is a sample of the type of report that the American College Testing (ACT) Program sends high schools to reflect the characteristics of students from the schools who took the ACT Assessment during their sophomore, junior, or senior years and who graduated in 2000. Depending on the proportion of students who took the ACT Assessment, the data may or may not reflect the characteristics of the school's college bound students. The report begins with a summary of the 5-year trend of college-bound students who took the ACT Assessment. Tables compare the average ACT scores of students who took the recommended core curriculum with those of students who did not. Other tables provide ACT scores by academic preparation for different ethnic groups and by ability level for different ethnic groups. Student satisfaction with the individual high school is reported. Other tables report mean scores and standard deviations for males and females and for different patterns of academic preparation. Information is also provided about student background characteristics, planned educational majors, and vocational choices. An appendix contains additional information about the testing process and the recommended core curriculum. Included with this document is the "Standards for Transition Summary Profile," a guide that describes what students in various score ranges are likely to know and be able to do. (Contains 15 tables.) (SLD)

The High School Profile Report

Informative Data

Description of
Academic Abilities and Nonacademic Characteristics
of Your ACT Tested 2000 Graduates

ACT HIGH SCHOOL PROFILE REPORT HS GRADUATING CLASS 2000

HS GRADUATING CLASS OF 2000 NATIONAL REPORT

CODE 990-000

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**ACT HIGH SCHOOL PROFILE REPORT
H S GRADUATING CLASS 2000**

**HS GRADUATING CLASS OF 2000
NATIONAL REPORT**

CODE 990-000

THE STATISTICS IN THIS REPORT REFLECT THE CHARACTERISTICS OF THE STUDENTS AT YOUR SCHOOL WHO TOOK THE ACT ASSESSMENT DURING THEIR SOPHOMORE, JUNIOR OR SENIOR YEAR AND GRADUATED IN 2000. DEPENDING ON THE PROPORTION OF STUDENTS WHO TOOK THE ASSESSMENT, THE DATA MAY OR MAY NOT REFLECT THE CHARACTERISTICS OF YOUR COLLEGE BOUND STUDENTS. ASSISTANCE IN UNDERSTANDING THIS REPORT AND APPLYING THE RESULTS AT YOUR SCHOOL IS PROVIDED IN THE PUBLICATION, YOUR COLLEGE-BOUND STUDENTS: INTERPRETIVE GUIDE TO THE ACT HIGH SCHOOL PROFILE SERVICE.

EXECUTIVE SUMMARY

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THE TABLE BELOW COMPARES THE AVERAGE ACT SCORES FOR YOUR STUDENTS WHO REPORTED THEY COMPLETED OR PLANNED TO COMPLETE THE RECOMMENDED CORE COLLEGE PREPARATORY CURRICULUM WITH THOSE WHO HAD NOT. PLEASE NOTE THAT YOUR STATE DEPARTMENT OF EDUCATION MAY HAVE A DIFFERENT DEFINITION OF THE COLLEGE PREPARATORY COURSES AND MAY, THEREFORE PUBLISH REPORTS SHOWING SLIGHTLY DIFFERENT DATA.

EXECUTIVE SUMMARY - AVERAGE ACT SCORES BY LEVEL OF ACADEMIC PREPARATION

	FREQUENCY CORE/LESS	PERCENT CORE/LESS	ENGLISH CORE/LESS	MATH CORE/LESS	READING CORE/LESS	SCI REAS CORE/LESS	COMPOSITE CORE/LESS
1995-96	542136	354733	59/ 38	21.5/18.6	21.5/18.4	22.5/19.7	22.1/19.6
1996-97	566141	361947	59/ 38	21.5/18.6	21.8/18.7	22.5/19.7	22.1/19.6
1997-98	606406	354306	61/ 36	21.5/18.6	22.0/18.9	22.4/19.7	22.0/19.6
1998-99	615545	367537	60/ 36	21.6/18.7	21.8/18.9	22.4/19.8	21.9/19.6
1999-00	645513	376645	61/ 35	21.5/18.8	21.8/19.0	22.4/19.8	21.8/19.7

BELLOW ARE LISTED THE FIVE ACT SCORE AVERAGES FOR ALL ACT-TESTED GRADUATES.

EXECUTIVE SUMMARY - AVERAGE ACT SCORES FOR TOTAL GROUP

	FREQUENCY	ENGLISH	MATH	READING	SCI REAS	COMPOSITE
1995-96	924663	20.3	20.2	21.3	21.1	20.9
1996-97	959301	20.3	20.6	21.3	21.1	21.0
1997-98	995039	20.4	20.8	21.4	21.1	21.0
1998-99	1019053	20.5	20.7	21.4	21.0	21.0
1999-00	1065138	20.5	20.7	21.4	21.0	21.0

BELLOW ARE LISTED THE FIVE ACT SCORE QUARTILE VALUES FOR ALL ACT-TESTED GRADUATES.

EXECUTIVE SUMMARY - ACT SCORE QUARTILE VALUES*

	ENGLISH	MATH	READING	SCI REAS	COMPOSITE
Q3 (75TH PERCENTILE)	24.3	24.4	25.7	23.9	24.3
Q2 (50TH PERCENTILE - MEDIAN)	20.3	19.7	21.1	20.8	20.7
Q1 (25TH PERCENTILE)	16.5	16.8	16.8	17.9	17.5

* THE QUARTILE VALUES ARE INTERPOLATED AND ARE BASED UPON CALCULATED STUDENT PERCENTILE RANKS WHICH MAY DIFFER FROM THE CUMULATIVE PERCENTAGES REPORTED IN THE FREQUENCY DISTRIBUTION TABLES IN THE HIGH SCHOOL PROFILE REPORT

TABLE 1 AVERAGE ACT SCORES BY ACADEMIC PREPARATION FOR DIFFERENT ETHNIC GROUPS

	AFRI-AM/ BLACK MEAN	AM IND, ALSK NTV MEAN	CAUC-AM/ WHITE MEAN	MEX-AM/ CHICANO MEAN	ASIAN-AM, PAC ISLDR MEAN	P RICAN, HISPANIC MEAN
CORE OR MORE	(N= 63837)	(N= 5382)	(N= 470451)	(N= 23831)	(N= 24458)	(N= 9350)
ENGLISH	17.4	19.7	22.3	18.6	21.3	19.8
USAGE/MECH	8.6	9.7	11.3	9.3	10.9	10.0
RHET SKILLS	8.9	10.2	11.5	9.6	10.9	10.2
MATHEMATICS	17.6	20.0	22.4	19.6	23.9	20.6
PRE/ELEM-ALG	8.9	10.4	12.0	10.2	12.7	10.9
ALG/CRD-GEOM	8.6	9.8	11.0	9.6	11.9	10.1
PLANE GEOM/TRIG	8.7	10.3	11.5	10.0	12.3	10.5
READING	17.8	20.9	23.1	19.7	22.0	20.9
SOC STU/SCI	8.6	10.5	11.7	9.6	11.1	10.3
ARTS/LITERATURE	9.2	10.8	12.0	10.3	11.3	11.0
SCI REASONING	17.9	20.6	22.5	19.6	22.0	20.4
COMPOSITE	17.8	20.4	22.7	19.5	22.4	20.5
LESS THAN CORE	(N= 42874)	(N= 4821)	(N= 266811)	(N= 16018)	(N= 9314)	(N= 5561)
ENGLISH	15.0	16.6	19.6	16.3	18.6	17.1
USAGE/MECH	7.1	7.8	9.7	7.8	9.3	8.3
RHET SKILLS	7.8	8.7	10.2	8.5	9.6	8.9
MATHEMATICS	15.8	17.1	19.5	17.4	21.3	17.9
PRE/ELEM-ALG	7.4	8.4	10.2	8.6	11.0	8.9
ALG/CRD-GEOM	7.6	8.2	9.5	8.4	10.5	8.7
PLANE GEOM/TRIG	7.8	8.8	10.0	8.9	10.9	9.0
READING	16.0	18.2	20.6	17.6	19.6	18.4
SOC STU/SCI	7.7	9.0	10.4	8.6	9.8	9.0
ARTS/LITERATURE	8.0	9.2	10.6	8.9	9.9	9.4
SCI REASONING	16.5	18.4	20.4	18.0	20.1	18.4
COMPOSITE	16.0	17.7	20.2	17.5	20.0	18.0
NO RESPONSE	(N= 3906)	(N= 773)	(N= 24755)	(N= 1565)	(N= 1707)	(N= 1490)

TABLE 1 (CONTINUED)

	AFRI-AM/ BLACK MEAN	AM IND, ALSK NTV MEAN	CAUC-AM/ WHITE MEAN	MEX-AM/ CHICANO MEAN	ASIAN-AM, PAC ISLDR MEAN	P RICAN, HISPANIC MEAN
TOTAL GROUP	(N= 110617)	(N= 10976)	(N= 762017)	(N= 41414)	(N= 35479)	(N= 16401)
ENGLISH	16.4	18.0	21.3	17.6	20.5	18.7
USAGE/MECH	8.0	8.7	10.7	8.6	10.4	9.3
RHET SKILLS	8.4	9.4	11.0	9.1	10.5	9.6
MATHEMATICS	16.8	18.5	21.3	18.7	23.2	19.5
PRE/ELEM-ALG	8.3	9.4	11.4	9.6	12.2	10.1
ALG/CRD-GEOM	8.2	9.0	10.4	9.1	11.5	9.6
PLANE GEOM/TRIG	8.3	9.5	11.0	9.6	11.9	9.9
READING	17.0	19.4	22.2	18.8	21.3	19.9
SOC STU/SCI	8.3	9.7	11.2	9.2	10.7	9.8
ARTS/LITERATURE	8.7	9.9	11.5	9.7	10.9	10.4
SCI REASONING	17.3	19.4	21.7	18.9	21.5	19.5
COMPOSITE	17.0	19.0	21.8	18.6	21.7	19.5

TABLE 2 AVERAGE ACT COMPOSITE SCORES BY ABILITY LEVEL FOR DIFFERENT ETHNIC GROUPS

	AFRI-AM/ BLACK FREQ	AM IND, ALSK NTV FREQ	CAUC-AM/ WHITE FREQ	MEX-AM/ CHICANO FREQ	ASIAN-AM, PAC ISLDR FREQ	P RICAN, HISPANIC FREQ
HIGH SCHOOL AVERAGE						
3.50 - 4.00	15626	20.4	2832	22.3	288304	24.5
3.00 - 3.49	27992	17.9	2773	19.2	203126	21.2
2.50 - 2.99	28737	16.4	2117	17.6	123316	19.4
2.00 - 2.49	19463	15.4	1174	16.5	60307	18.1
1.99 & BELOW	6021	14.8	441	15.7	16407	17.2
CGPA PRED BY STUDENT						
3.5 - 4.0	14584	20.1	1968	22.8	202429	25.1
3.0 - 3.4	39034	17.7	3916	19.5	303648	21.7
2.5 - 2.9	27887	16.2	2353	17.6	137606	19.4
2.0 - 2.4	16915	15.1	1396	16.2	59366	17.8
1.9 & BELOW	4371	14.4	413	15.2	12103	16.7
HIGH SCHOOL RANK						
TOP QUARTER	25788	19.5	3789	21.4	333090	24.2
2ND QUARTER	39905	16.8	3677	18.1	248409	20.3
BOTTOM HALF	33899	15.6	2339	16.7	120932	18.3

TABLE 3 STUDENT SATISFACTION WITH VARIOUS ASPECTS OF THE LOCAL HIGH SCHOOL

		SATISFIED		PRETTY		DISSATISFIED		NO	
		NO CHANGE	NECESSARY	MUCH	NEUTRAL	IMPROVEMENT	NEEDED	EXPER-	IENCE
		FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC
CLASSROOM INSTRUCTION	MALE	231916	22	133328	13	43146	4	2611	0
	FEMALE	301589	28	186448	18	70165	7	2591	0
	TOTAL	535316	50	320816	30	113715	11	5223	0
NO. & VARIETY OF COURSE OFFERINGS	MALE	217578	20	99543	9	90682	9	3423	0
	FEMALE	280735	26	121313	11	155269	15	3797	0
	TOTAL	500003	47	221659	21	246717	23	7242	1
GRADING PRACTICES & POLICIES	MALE	198722	19	140591	13	67224	6	4285	0
	FEMALE	280465	26	183274	17	92591	9	4388	0
	TOTAL	480752	45	324972	31	160393	15	8702	1
NO. & KINDS OF TESTS GIVEN	MALE	192145	18	166763	16	48281	5	3548	0
	FEMALE	252836	24	228328	21	75920	7	3371	0
	TOTAL	446473	42	396389	37	124648	12	6955	1
GUIDANCE SERV PROVIDED BY TOTAL SCHOOL	MALE	207221	19	109389	10	76192	7	17837	2
	FEMALE	269066	25	134841	13	136133	13	20244	2
	TOTAL	477896	45	245049	23	213056	20	38196	4
SCHOOL RULES, REGULATIONS, & POLICIES	MALE	149933	14	125449	12	127892	12	7203	1
	FEMALE	200887	19	169012	16	183734	17	6517	1
	TOTAL	352007	33	295448	28	312661	29	13779	1
LIBRARY OR LEARNING CENTER	MALE	210694	20	124161	12	66754	6	8973	1
	FEMALE	287475	27	164749	15	96877	9	11229	1
	TOTAL	499805	47	289877	27	164233	15	20269	2
LABORATORY FACILITIES	MALE	189902	18	130904	12	74362	7	15421	1
	FEMALE	241410	23	181360	17	112317	11	25178	2
	TOTAL	432788	41	313304	29	187281	18	40756	4
PROVISIONS FOR SPECIAL HELP IN READING, MATH, ETC	MALE	145030	14	119818	11	42738	4	102902	10
	FEMALE	191707	18	147313	14	72150	7	148991	14
	TOTAL	338000	32	268081	25	115255	11	252590	24
PROVISIONS FOR ACADEMICALLY OUTSTANDING STU	MALE	219522	21	109494	10	43250	4	38389	4
	FEMALE	309886	29	134533	13	70489	7	45474	4
	TOTAL	531188	50	244894	23	114078	11	84155	8
ADEQUACY OF PROG IN CAREER EDUC & PLANNING	MALE	164230	15	140460	13	73744	7	31418	3
	FEMALE	212139	20	173328	16	128658	12	44876	4
	TOTAL	377735	35	314811	30	203035	19	76540	7

TABLE 4 MEAN ACT SCORES, FREQUENCY DISTRIBUTIONS, AND CUMULATIVE PERCENTAGES
FOR ALL STUDENTS (STUDENT COUNT = 1065138)

STD SCORE	ACT ENGLISH		ACT MATHEMATICS		ACT READING		ACT SCI REASONING		ACT COMPOSITE	
	FREQ	PB	FREQ	PB	FREQ	PB	FREQ	PB	FREQ	PB
36	1258	99	1863	99	8479	99	2325	99	131	99
35	3128	99	2437	99	9383	99	3017	99	888	99
34	6338	99	3857	99	14767	98	5411	99	2581	99
33	4967	99	5860	99	18689	97	4923	99	5183	99
32	8765	99	13515	99	21564	95	7946	99	8717	99
31	13103	98	17396	97	15908	93	7112	98	13389	98
30	25422	96	17670	96	21399	92	10827	97	19383	97
29	23323	94	27436	94	28806	90	15227	96	24535	95
28	38536	92	31285	92	42043	87	22681	95	32823	93
27	38040	88	41680	89	38033	83	39057	93	40194	90
26	39864	85	45121	85	56036	79	49269	89	48243	86
25	51383	81	50797	80	50536	74	52673	84	56810	82
24	60880	76	52156	76	53268	69	80681	79	64774	76
23	62941	70	51061	71	59550	64	78025	72	71688	70
22	60852	65	56786	66	67743	59	101145	64	77837	63
21	74420	59	62915	61	70272	52	74423	55	83092	56
20	81216	52	64945	55	68743	46	103896	48	86447	48
19	79310	44	88127	49	52442	39	92244	38	84148	40
18	63596	37	94990	40	57981	35	84638	30	80206	32
17	64444	31	97413	31	62137	29	71163	22	71926	25
16	59320	25	86692	22	46386	23	52333	15	62051	18
15	55427	19	77957	14	46766	19	31308	10	50237	12
14	36405	14	42247	7	45923	14	30698	7	37662	7
13	30377	11	18302	3	41769	10	21918	4	24574	4
12	26149	8	8886	1	35157	6	10751	2	12361	2
11	18578	5	2983	1	20166	3	5726	1	4066	1
10	17407	3	514	1	5273	1	3528	1	896	1
9	11513	2	145	1	3340	1	1589	1	225	1
8	5395	1	40	1	1415	1	429	1	53	1
7	2040	1	43	1	515	1	78	1	12	1
6	541	1	7	1	409	1	32	1	5	1
5	145	1	9	1	127	1	38	1	1	1
4	43	1	0	1	58	1	0	1	0	1
3	8	1	2	1	37	1	18	1	0	1
2	2	1	0	1	17	1	0	1	0	1
1	2	1	1	1	1	1	9	1	0	1

FREQUENCIES AND PERCENTAGES OF SCORES IN THE STANDARDS FOR TRANSITION SCORE INTERVALS

33-36	15691	1	14017	1	51318	5	15676	1	8783	1
28-32	109149	10	107302	10	129720	12	63793	6	98847	9
24-27	190167	18	189754	18	197873	19	221680	21	210021	20
20-23	279429	26	235707	22	266308	25	357489	34	319064	30
16-19	266670	25	367222	34	218946	21	300378	28	298331	28
01-15	204032	19	151136	14	200973	19	106122	10	130092	12

TABLE 5 DISTRIBUTIONS OF CUMULATIVE PERCENTAGES FOR ACT STANDARD SUBSCORES

STD SCORE	USAGE/MECH		RHET SKILLS		SOC FREQ	STU/SCI FREQ	ARTS/LIT		STD SCORE
	FREQ	PB	FREQ	PB			FREQ	PB	
18	14195	99	5854	99	27575	99	31405	99	18
17	25343	99	17532	99	30792	97	65849	97	17
16	40169	96	26234	98	56789	95	62977	91	16
15	62470	93	65831	95	55246	89	73611	85	15
14	83365	87	71340	89	88603	84	83747	78	14
13	77566	79	86011	82	72562	76	90997	70	13
12	81354	72	104999	74	80473	69	95170	62	12
11	103032	64	148270	65	121250	61	85299	53	11
10	106218	54	141328	51	125100	50	105529	45	10
9	106372	44	148123	37	109054	38	68630	35	9
8	120426	34	104084	23	105931	28	72562	28	8
7	89712	23	64043	14	71326	18	78701	22	7
6	58099	15	42625	8	51953	11	60080	14	6
5	48823	9	21593	4	35071	6	51506	9	5
4	32689	5	12184	2	21645	3	22081	4	4
3	11978	1	4122	1	8277	1	12821	2	3
2	3022	1	901	1	2754	1	3757	1	2
1	305	1	64	1	737	1	416	1	1
MEAN		10.3		10.6		10.7		11.1	
S.D.		3.5		2.9		3.5		3.8	

STD SCORE	PRE/ELEM		ALG/CRD-GEOM		PLN GEOM/TRIG		STD SCORE
	ALG FREQ	PB	ALG FREQ	PB	PLN FREQ	PB	
18	27191	99	11199	99	11745	99	18
17	48841	97	7477	99	707	99	17
16	38946	93	18599	98	37395	99	16
15	50760	89	37168	97	58904	95	15
14	89749	84	55382	93	82795	90	14
13	103571	76	101317	88	97593	82	13
12	90955	66	89913	78	99144	73	12
11	91181	58	146779	70	124584	64	11
10	130291	49	140075	56	163844	52	10
9	113841	37	156629	43	149232	36	9
8	104998	26	134086	28	113272	22	8
7	81081	16	61920	16	52755	12	7
6	52945	9	41096	10	32228	7	6
5	26448	4	38645	6	17272	4	5
4	8493	1	13081	2	7526	2	4
3	4656	1	6794	1	10842	2	3
2	1033	1	2465	1	2718	1	2
1	158	1	2513	1	2582	1	1
MEAN		10.9		10.1		10.6	
S.D.		3.4		2.9		2.9	

TABLE 6 MEAN ACT SCORES AND STANDARD DEVIATIONS FOR MALES AND FEMALES

GROUP	FREQUENCY	ENGLISH		MATH		READING		SCI REASONING		COMPOSITE	
		MEAN	SD	MEAN	SD	MEAN	SD	MEAN	SD	MEAN	SD
MALES	455817	20.0	5.6	21.4	5.2	21.2	6.1	21.6	4.8	21.2	4.9
FEMALES	604646	20.9	5.5	20.2	4.8	21.5	6.0	20.6	4.3	20.9	4.6
NO GENDER	4675	19.8	5.4	20.3	4.7	21.0	5.9	20.7	4.3	20.6	4.5

PERCENT OF STUDENTS IN STANDARDS FOR TRANSITION SCORE INTERVALS BY GENDER

SCORE INTERVAL	M		F		M		F		M		F		M		F	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
33-36	1	2	2	1	5	5	2	1	1	1						
28-32	9	11	13	8	12	12	8	4	10	9						
24-27	16	19	19	17	18	19	23	19	20	20						
20-23	25	27	22	22	24	25	32	35	29	31						
16-19	26	24	31	37	21	21	25	31	27	29						
01-15	22	17	12	16	20	18	9	10	13	12						

TABLE 7 EXPRESSED ADEQUACY OF HS EDUCATION ACCORDING TO HS CURRICULUM OR PROGRAM

EXPRESSED ADEQUACY	TOTAL		AVG ACT COMP		BUS-COMM		VOC-OCC		COL PREP		OTHER-GEN	
	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC
EXCELLENT	182267	19	23.3		5025	12	7032	11	144482	22	25728	12
GOOD	424107	43	21.3		17545	41	25873	41	288947	44	91742	41
AVERAGE	233704	24	19.5		12694	29	19809	31	131444	20	69757	32
BELOW AVERAGE	51691	5	19.5		3125	7	4712	7	28001	4	15853	7
VERY INADEQUATE	71926	7	20.5		4079	9	5149	8	47933	7	14765	7
NO RESPONSE	16331	2	21.2		668	2	832	1	11564	2	3267	1
NO. OF STUDENTS	980026				43136		63407		652371		221112	

TABLE 8 AVERAGE ACT SCORES FOR DIFFERENT PATTERNS OF ACADEMIC PREPARATION

REFERENCE GROUPS	FREQUENCY	ENGLISH		MATH		READING		SCI REASONING		COMPOSITE	
		MEAN	SD	MEAN	SD	MEAN	SD	MEAN	SD	MEAN	SD
ALL GRADUATES	1065138	20.5	5.5	20.7	5.0	21.4	6.1	21.0	4.5	21.0	4.7
COLLEGE CORE											
E4, M3, SS3, NS3	645513	21.5	5.3	21.8	5.0	22.4	6.0	21.8	4.5	22.0	4.6
In between	267183	19.2	5.4	19.2	4.5	20.2	5.8	20.0	4.3	19.8	4.4
E4, M2, SS2, NS2	109462	17.7	5.3	18.4	4.5	19.0	5.8	19.2	4.3	18.7	4.4
No Response	42980	19.7	5.8	20.5	5.1	20.7	6.3	20.4	4.7	20.4	4.9
HS GPA RANGES											
3.50 - 4.00	364661	23.9	4.9	24.1	4.8	24.7	5.7	23.6	4.3	24.2	4.2
3.00 - 3.49	281627	20.1	4.7	20.2	4.2	21.0	5.4	20.8	3.9	20.7	3.9
2.50 - 2.99	184525	18.0	4.6	18.2	3.6	19.0	5.1	19.2	3.8	18.7	3.6
2.00 - 2.49	95839	16.5	4.4	17.1	3.1	17.5	4.9	18.1	3.7	17.4	3.4
9 & below	26941	15.3	4.3	16.3	2.8	16.5	4.6	17.3	3.6	16.5	3.2

TABLE 9 HIGH SCHOOL GPA'S & ACT AVERAGE SCORES BY COMMON COURSE PATTERNS (TOTAL)

ENGLISH COURSE PATTERN	NUMBER OF STUDENTS	HS ENGLISH	ACT ENGLISH	ACT COMP
ENG 9, ENG 10, ENG 11, ENG 12, SPEECH	352637	3.34	21.0	21.5
ENG 9, ENG 10, ENG 11, ENG 12	608193	3.21	20.4	21.0
LESS THAN 4 YEARS OF ENGLISH	60191	3.06	18.6	19.6
NO ENGLISH COURSE/GRADE INFORMATION REPORTED	44117	---	19.6	20.4
MATHEMATICS COURSE PATTERN	NUMBER OF STUDENTS	HS MATH	ACT MATH	ACT COMP
ALG 1, ALG 2, GEOM, TRIG, CALC	65733	3.52	24.9	24.4
ALG 1, ALG 2, GEOM, TRIG, OTHER ADV MATH	99976	3.25	22.3	22.5
ALG 1, ALG 2, GEOM, TRIG	104314	3.06	20.5	21.0
ALG 1, ALG 2, GEOM, OTHER ADV MATH	120692	3.05	20.4	20.9
ALG 1, ALG 2, GEOM	214954	2.62	17.7	18.7
OTHER COMBINATIONS OF 4 OR MORE YEARS MATH	246221	3.44	24.0	23.6
OTHER COMBINATIONS OF 3 OR 3.5 YEARS MATH	55800	3.00	19.9	20.4
LESS THAN 3 YEARS OF MATH	110162	2.40	16.7	17.4
NO MATH COURSE/GRADE INFORMATION REPORTED	47286	---	20.3	20.3
SOCIAL SCIENCE COURSE PATTERN	NUMBER OF STUDENTS	HS SOC SCI	ACT READING	ACT COMP
US HIST, WORLD HIST, AM GOVT, OTHER HIST	29538	3.38	22.4	21.9
US HIST, WORLD HIST, AM GOVT	68468	3.23	21.1	20.8
OTHER COMBINATIONS OF 4 OR MORE YRS SOC SCI	432296	3.43	21.8	21.4
OTHER COMBINATIONS OF 3 OR 3.5 YRS SOC SCI	334512	3.31	21.4	21.1
LESS THAN 3 YEARS OF SOC SCI	153938	3.16	20.3	20.1
NO SOC SCI COURSE/GRADE INFORMATION REPORTED	46386	---	20.7	20.4
NATURAL SCIENCE COURSE PATTERN	NUMBER OF STUDENTS	HS NAT SCI	ACT SCI REAS	ACT COMP
GEN SCIENCE, BIOLOGY, CHEMISTRY, PHYSICS	318513	3.41	22.5	22.7
BIOLOGY, CHEMISTRY, PHYSICS	118726	3.34	23.2	23.7
GEN SCIENCE, BIOLOGY, CHEMISTRY	330577	3.08	20.2	20.1
OTHER COMBINATIONS OF 3 YEARS NAT SCI	30391	3.15	20.9	20.7
LESS THAN 3 YEARS OF NAT SCI	219601	2.88	19.1	18.7
NO NAT SCI COURSE/GRADE INFORMATION REPORTED	47330	---	20.4	20.4

TABLE 9 HIGH SCHOOL GPA'S & ACT AVERAGE SCORES BY COMMON COURSE PATTERNS FOR MALES

ENGLISH COURSE PATTERN	NUMBER OF STUDENTS	HS ENGLISH	ACT ENGLISH	ACT COMP
ENG 9, ENG 10, ENG 11, ENG 12, SPEECH	146065	3.20	20.6	21.7
ENG 9, ENG 10, ENG 11, ENG 12	257104	3.06	19.9	21.1
LESS THAN 4 YEARS OF ENGLISH	29506	2.91	18.2	19.8
NO ENGLISH COURSE/GRADE INFORMATION REPORTED	23142	- . -	18.9	20.3
MATHEMATICS COURSE PATTERN	NUMBER OF STUDENTS	HS MATH	ACT MATH	ACT COMP
ALG 1, ALG 2, GEOM, TRIG, CALC	29413	3.48	25.6	24.5
ALG 1, ALG 2, GEOM, TRIG, OTHER ADV MATH	35762	3.18	22.9	22.6
ALG 1, ALG 2, GEOM, TRIG	41979	2.99	21.1	21.1
ALG 1, ALG 2, GEOM, OTHER ADV MATH	43438	2.96	20.9	20.9
ALG 1, ALG 2, GEOM	85426	2.54	18.1	18.6
OTHER COMBINATIONS OF 4 OR MORE YEARS MATH	119533	3.40	24.8	23.9
OTHER COMBINATIONS OF 3 OR 3.5 YEARS MATH	26576	2.93	20.4	20.5
LESS THAN 3 YEARS OF MATH	49123	2.35	17.1	17.4
NO MATH COURSE/GRADE INFORMATION REPORTED	24567	- . -	20.6	20.2
SOCIAL SCIENCE COURSE PATTERN	NUMBER OF STUDENTS	HS SOC SCI	ACT READING	ACT COMP
US HIST, WORLD HIST, AM GOVT, OTHER HIST	14562	3.31	22.0	21.9
US HIST, WORLD HIST, AM GOVT	32465	3.17	21.0	21.0
OTHER COMBINATIONS OF 4 OR MORE YRS SOC SCI	174809	3.37	21.7	21.6
OTHER COMBINATIONS OF 3 OR 3.5 YRS SOC SCI	139482	3.25	21.3	21.3
LESS THAN 3 YEARS OF SOC SCI	70149	3.10	20.2	20.3
NO SOC SCI COURSE/GRADE INFORMATION REPORTED	24350	- . -	20.3	20.3
NATURAL SCIENCE COURSE PATTERN	NUMBER OF STUDENTS	HS NAT SCI	ACT SCI REAS	ACT COMP
GEN SCIENCE, BIOLOGY, CHEMISTRY, PHYSICS	149810	3.37	23.2	23.0
BIOLOGY, CHEMISTRY, PHYSICS	51982	3.30	24.1	24.1
GEN SCIENCE, BIOLOGY, CHEMISTRY	120998	2.97	20.5	20.0
OTHER COMBINATIONS OF 3 YEARS NAT SCI	16332	3.11	21.5	20.9
LESS THAN 3 YEARS OF NAT SCI	91869	2.78	19.3	18.5
NO NAT SCI COURSE/GRADE INFORMATION REPORTED	24826	- . -	20.6	20.3

TABLE 9 HIGH SCHOOL GPA'S & ACT AVERAGE SCORES BY COMMON COURSE PATTERNS FOR FEMALES

ENGLISH COURSE PATTERN	NUMBER OF STUDENTS	HS ENGLISH	ACT ENGLISH	ACT COMP
ENG 9, ENG 10, ENG 11, ENG 12, SPEECH	205365	3.44	21.4	21.3
ENG 9, ENG 10, ENG 11, ENG 12	348693	3.32	20.8	20.9
LESS THAN 4 YEARS OF ENGLISH	30231	3.21	19.0	19.5
NO ENGLISH COURSE/GRADE INFORMATION REPORTED	20357	---	20.4	20.6
MATHEMATICS COURSE PATTERN	NUMBER OF STUDENTS	HS MATH	ACT MATH	ACT COMP
ALG 1, ALG 2, GEOM, TRIG, CALC	36069	3.56	24.3	24.2
ALG 1, ALG 2, GEOM, TRIG, OTHER ADV MATH	63875	3.29	21.9	22.5
ALG 1, ALG 2, GEOM, TRIG	61865	3.11	20.1	21.0
ALG 1, ALG 2, GEOM, OTHER ADV MATH	76765	3.10	20.0	20.9
ALG 1, ALG 2, GEOM	128628	2.67	17.4	18.7
OTHER COMBINATIONS OF 4 OR MORE YEARS MATH	125895	3.47	23.3	23.4
OTHER COMBINATIONS OF 3 OR 3.5 YEARS MATH	29016	3.07	19.4	20.3
LESS THAN 3 YEARS OF MATH	60464	2.45	16.3	17.4
NO MATH COURSE/GRADE INFORMATION REPORTED	22069	---	19.9	20.4
SOCIAL SCIENCE COURSE PATTERN	NUMBER OF STUDENTS	HS SOC SCI	ACT READING	ACT COMP
US HIST, WORLD HIST, AM GOVT, OTHER HIST	14855	3.44	22.7	21.9
US HIST, WORLD HIST, AM GOVT	35735	3.29	21.3	20.7
OTHER COMBINATIONS OF 4 OR MORE YRS SOC SCI	255880	3.46	21.9	21.2
OTHER COMBINATIONS OF 3 OR 3.5 YRS SOC SCI	193775	3.36	21.5	21.0
LESS THAN 3 YEARS OF SOC SCI	83013	3.22	20.4	20.0
NO SOC SCI COURSE/GRADE INFORMATION REPORTED	21388	---	21.1	20.5
NATURAL SCIENCE COURSE PATTERN	NUMBER OF STUDENTS	HS NAT SCI	ACT SCI REAS	ACT COMP
GEN SCIENCE, BIOLOGY, CHEMISTRY, PHYSICS	167621	3.45	21.9	22.4
BIOLOGY, CHEMISTRY, PHYSICS	66320	3.38	22.6	23.5
GEN SCIENCE, BIOLOGY, CHEMISTRY	208283	3.15	20.1	20.2
OTHER COMBINATIONS OF 3 YEARS NAT SCI	13919	3.20	20.2	20.4
LESS THAN 3 YEARS OF NAT SCI	126662	2.95	18.9	18.9
NO NAT SCI COURSE/GRADE INFORMATION REPORTED	21841	---	20.1	20.5

TABLE 10 PERCENTAGE DISTRIBUTION OF PLANNED EDUCATIONAL MAJORS & VOCATIONAL CHOICES

	---PLANNED EDUC MAJOR---		MALE		FEMALE		TOTAL
	NUMBER OF STUDENTS	AVG ACT COMP	CERTAINTY (PERCENT)	EDUC 1ST MAJOR VOC (PERCENT)			
AGRICULTURE SCIENCE/TECH	20365	19.1	34 49	3 3	1 1	2 2	2 2
ARCH & ENVIR DESIGN	23481	20.8	36 49	3 3	2 2	2 2	3 3
BUSINESS & MGMT	106182	20.6	31 52	13 12	9 9	11 11	10 10
BUSINESS & OFFICE	8150	18.5	27 54	0 1	1 1	1 1	1 1
MARKETING & DISTRIBUTION	6518	19.6	27 53	0 1	1 1	1 1	1 1
COMMUNICATION & COMM TEC	41724	21.4	32 51	3 4	5 5	4 4	5 5
COMMUNITY & PRSNL SVCS	28273	18.8	43 45	3 4	3 3	3 3	3 3
COMPUTER & INFO SCI	43401	21.3	41 49	8 8	2 2	4 4	4 4
CROSS-DISC STUDIES	1095	23.3	20 46	0 0	0 0	0 0	0 0
EDUCATION	56377	20.3	46 43	2 2	9 9	6 6	6 6
TEACHER EDUCATION	35054	20.3	42 46	3 4	4 5	4 4	4 4
ENGINEERING	61648	22.6	33 52	12 11	2 2	6 6	6 6
ENGINEERING-RELATED TECH	20042	21.4	33 52	4 5	0 1	2 2	2 2
FOREIGN LANGUAGES	3753	23.4	33 47	0 0	1 0	0 0	0 0
HEALTH SCI & ALLIED HLTH	179137	20.9	48 43	10 10	25 26	18 18	20 20
HUMAN, FAMILY/CONS SCI	8513	18.8	39 45	0 0	1 2	1 1	1 1
LETTERS	7199	24.7	29 52	0 0	1 1	1 1	1 1
MATHEMATICS	4273	24.3	26 52	1 0	0 0	0 0	0 0
PHILOS, RELIG & THEOL	6915	22.5	45 40	1 1	1 1	1 1	1 1
SCI (BIOL & PHYSICAL)	48897	23.3	34 50	5 4	5 4	5 4	4 4
SOCIAL SCIENCES	84778	21.9	38 48	6 5	11 10	9 9	8 8
TRADE & INDUSTRIAL	11848	18.9	42 43	3 4	0 0	1 1	2 2
VISUAL & PERFORM ARTS	59414	21.3	43 43	6 6	6 7	6 6	6 6
UNDECIDED	102676	20.9	6 12	12 11	10 8	11 11	10 10
NO RESP TO ED MAJOR	95425						
TOTAL STUDENTS IN REPORT	- 1065138						

TABLE 11 BACKGROUND INFORMATION ABOUT THE GRADUATING CLASS

	NUMBER OF STUDENTS	MEAN ACT COMP	PC		NUMBER OF STUDENTS	MEAN ACT COMP	PC
HS CURRICULUM OR PROG				RACE-ETHNIC BACKGROUND			
BUS COMM/VOC-OCCUP	106543	18.2	10	AFRICAN-AMER/BLACK	110617	17.0	10
COLL PREP	652371	22.1	61	AM INDIAN, ALASKAN NTV	10976	19.0	1
OTHER/GENERAL/NO RESP	306224	19.7	29	CAUCASIAN-AMER/WHITE	762017	21.8	72
REQUEST ASSISTANCE WITH				MEXICAN-AMER/CHICANO	41414	18.6	4
ED/OCCUP PLANS	436769	21.2	41	ASIAN-AMER, PACIFIC ISL	35479	21.7	3
EXPR IDEAS IN WRITING	218416	19.5	21	PUERTO RICAN, HISPANIC	16401	19.5	2
READING/COMPREHENSION	281327	19.3	26	OTHER	16116	19.5	2
STUDY SKILLS	421561	19.6	40	MULTIRACIAL	14441	21.2	1
MATH SKILLS	410122	19.2	39	PREFER NOT TO RESPOND	38318	22.2	4
PERSONAL CONCERNs	113648	19.6	11	NO RESPONSE	19359	20.7	2
EXPRESSED FIN NEED				ESTIMATED FAMILY INCOME			
NEED FINANCIAL AID	834259	21.0	78	LESS THAN \$18,000	85096	18.3	8
NEED TO FIND WORK	703451	20.8	66	ABOUT \$18,000-\$24,000	70603	19.1	7
SPECIAL COLLEGE PROG				ABOUT \$24,000-\$30,000	70099	19.8	7
INDEP STUDY	432134	21.8	41	ABOUT \$30,000-\$36,000	70819	20.4	7
HONORS COURSES	328112	23.6	31	ABOUT \$36,000-\$42,000	79868	20.7	7
ADV PLACEMENT IN COLL				ABOUT \$42,000-\$50,000	97107	21.1	9
ENGLISH	297902	22.8	28	ABOUT \$50,000-\$60,000	109404	21.6	10
MATH	262919	23.3	25	ABOUT \$60,000-\$80,000	137913	22.1	13
SOCIAL STUDIES	269422	22.7	25	ABOUT \$80,000-\$100,000	81406	22.6	8
NATURAL SCIENCE	245271	22.9	23	MORE THAN \$100,000	92705	23.4	9
FOREIGN LANG	207655	22.4	19	NO RESPONSE	170118	20.9	16
MAX YEARLY COLL TUITION				HS CLASS RANK			
\$1000 & UNDER	46097	17.3	4	TOP QTR	430702	23.8	40
\$1001 - \$2000	62391	18.6	6	2ND QTR	347970	19.7	33
\$2001 - \$4000	135857	19.8	13	3RD QTR	168838	17.8	16
\$4001 - \$7500	157429	20.9	15	4TH QTR	21738	16.8	2
\$7501 & OVER	59058	21.7	6	NO RESPONSE	95890	20.3	9
NO PREFERENCE	499684	22.1	47	EDUC DEG ASPIRATION			
NO RESPONSE	104622	20.7	10	VOC-TECH	13169	17.2	1
MOST RECENTLY TESTED				2YR COL DEGREE	47586	17.4	4
SOPHOMORE	7506	20.9	1	BACHELORS DEGREE	356727	20.2	33
JUNIOR	352921	22.1	33	GRAD STUDY	215334	22.5	20
SENIOR	694795	20.5	65	PROF LEVEL DEGREE	318412	22.2	30
OTHER/NO RESPONSE	9916	20.4	1	OTHER	29816	18.4	3
COLLEGE CORE PREPARATION				NO RESPONSE	84094	20.4	8
CORE OR MORE	645513	22.0	61	NUMBER OF STUDENTS			
LESS THAN CORE	376645	19.5	35	HOME SCHOOLED	4593	22.8	0
NO RESPONSE	42980	20.4	4	EARNED A GED	1231	19.5	0
				ALL STUDENTS	1065138	21.0	100

TABLE 13 DISTRIBUTION OF PLANNED EDUCATIONAL MAJORS AND ACT COMPOSITE SCORES

	NUMBER OF STUDENTS	MEAN ACT COMP		NUMBER OF STUDENTS	MEAN ACT COMP
AGRICULTURE SCIENCE/TECH	(20365)	(19.1)	BUSINESS & OFFICE	(8150)	(18.5)
AGRICULTURAL BUSINESS	1235	19.3	BOOKKEEPING/ACCT TECH	555	18.3
AGRICULTURAL ECONOMICS	169	19.8	BUSINESS DP/COMPUTER OPER	606	17.3
AGRICULTURAL MECHANICS	290	17.8	COURT REPORTING	118	17.9
AGRI PRODUCTION/TECH	244	19.3	OFFICE SUPERVISION & MGMT	522	18.7
AGRONOMY	329	20.3	SECRETARIAL	1044	17.4
ANIMAL SCIENCES	2006	20.5	TYPING & GENERAL OFFICE	235	16.6
FARM & RANCH MANAGEMENT	683	18.8	WORD PROCESSING	73	16.7
FISH, GAME, WILDLIFE MGMT	3226	19.0	BUSINESS & OFFICE, GEN	4997	19.0
FOOD SCIENCES/ENGINEERING	143	19.3			
FORESTRY & RELATED SCI	1401	19.6	MARKETING & DISTRIBUTION	(6518)	(19.6)
HORTICULTURE/ORNMTL HORT	565	19.8	FASHION MERCHANDISING	1518	18.8
NATURAL RESOURCES MGMT	333	20.3	RETAILING & SALES	601	19.1
AGRICULTURE & AG TECH, GEN	9741	18.7	TRAVEL SERVICES & TOURISM	484	17.7
			MARKETING & DISTRIB, GEN	3915	20.2
ARCH & ENVIR DESIGN	(23481)	(20.8)			
ARCHITECTURAL DRAFTING	4667	20.1	COMMUNICATIONS & COMM TECH	(41724)	(21.4)
ARCHITECTURE	3030	22.4	ADVERTISING	2724	21.3
BLDG CON/CONSTRUCTION SCI	836	18.6	GRAPHIC/COMMERCIAL ART	1901	19.8
CITY, COMM & REG PLANNING	159	20.5	GRAPHIC & PRINT COMMUNIC	593	20.1
ENVIRONMENTAL DESIGN	142	19.5	JOURNALISM	6602	22.7
INTERIOR DESIGN	3174	20.2	PHOTO/FILM/VIDEO TECH	1493	19.8
LANDSCAPE ARCHITECTURE	1193	20.3	PUBLIC RELATIONS	1995	21.6
ARCHI & ENVIR DESIGN, GEN	10280	21.1	RADIO/TV BROADCASTING	5893	20.4
			RADIO/TV PRODUCTN & TECH	1032	20.1
BUSINESS & MGMT	(106182)	(20.6)	COMMUNIC & COMM TECH, GEN	19491	21.7
ACCOUNTING	12446	20.5			
BANKING & FINANCE	3071	21.4	COMMNTY & PRSNL SVCS	(28273)	(18.8)
BUSINESS ADMIN & MGMT	14797	20.2	CORRECTIONS	139	17.8
BUSINESS ECONOMICS	1899	21.6	COSMETOLOGY/HAIRSTYLING	1370	16.7
CONTRACT MGMT & PURCHSING	162	18.8	CRIMINAL JUSTICE/CRIMINOL	8204	19.1
HOTEL/RESTAURANT MGMT	2019	19.2	FIRE PROTECTN/SAFETY TECH	858	18.5
HUMAN RESOURCE DEVEL/TRNG	336	19.8	FUNERAL SVCS/MORTUARY SCI	273	17.5
INSTITUTIONAL MANAGEMENT	28	20.2	LAW ENFORCEMENT & ADMIN	4664	18.4
INSURANCE & RISK MGMT	196	19.3	LIBRARY SCI/LIB ASSISTING	102	21.6
INTERNATL BUSINESS/MGMT	4181	22.4	MILITARY SCIENCE/TECH	601	21.3
LABOR/INDUSTRL RELATIONS	69	19.5	PARKS & RECREATION	229	19.5
MANAGEMENT INFO SYSTEMS	579	22.0	PUBLIC ADMINISTRATION	122	20.7
MANAGEMENT SCIENCE	131	20.4	PUBLIC AFFAIRS	123	19.0
MARKETING MGMT & RESEARCH	2909	20.7	SOCIAL WORK	3058	19.0
ORGANIZATIONAL BEHAVIOR	39	19.6	COMMNTY & PRSNL SVCS, GEN	8530	18.9
PERSONNEL MANAGEMENT	280	19.4			
REAL ESTATE	1024	18.2			
SML BUSINESS MGMT/OWNRSHP	4294	19.6			
TRADE & INDUSTRIAL MGMT	134	18.2			
TRANSPORTATION MANAGEMENT	107	19.4			
BUSINESS & MGMT, GEN	57481	20.7			

TABLE 13 (CONTINUED)

	NUMBER OF STUDENTS	MEAN ACT COMP		NUMBER OF STUDENTS	MEAN ACT COMP
COMPUTER & INFO SCI	(43401)	(21.3)	ENGINEERING	(61648)	(22.6)
COMPUTER PROGRAMMING	12335	20.4	AEROSPACE ENGINEERING	4964	24.4
COMPUTER SCIENCE	11760	22.3	AGRICULTURAL ENGINEERING	436	20.9
DATA PROCESSING	321	17.3	ARCHITECTURAL ENGINEERING	1817	22.3
INFO SCIENCES & SYSTEMS	1352	21.5	BIOENGINEER & BIOMED ENG	1524	26.0
MATH/COMPUTER SCIENCE	980	24.1	CERAMIC ENGINEERING	32	23.7
COMPUTER & INFO SCI, GEN	16653	21.3	CHEMICAL ENGINEERING	3045	24.8
			CIVIL ENGINEERING	2202	22.9
CROSS-DISC STUDIES	(1095)	(23.3)	COMPUTER ENGINEERING	5933	22.0
AREA & ETHNIC STUDIES	143	22.0	CONSTRUCTION ENG/MGMT	653	19.4
LIBERAL ARTS/GEN STUDIES	667	23.1	ELECTRCL & ELECTRONIC ENG	4747	21.8
MULTI-/INTERDISC STUDIES	99	26.2	ENGINEERING MANAGEMENT	156	20.7
CROSS-DISC STUDIES, GEN	186	23.3	ENGINEERING PHYSICS	346	25.8
			ENGINEERING SCIENCE	187	22.4
EDUCATION	(56377)	(20.3)	ENVIRONMENTAL HEALTH ENG	242	22.5
ADULT & CONTINUING EDUC	152	20.7	GEOLOGICAL & GEOPHYS ENG	97	22.9
EDUCATION ADMINISTRATION	392	19.6	INDUSTRIAL ENGINEERING	478	21.2
ELEMENTARY EDUCATION	21211	20.1	MATERIALS ENGINEERING	107	23.1
JR HIGH/MIDDLE SCH EDUC	2422	19.7	MECHANICAL ENGINEERING	5245	22.5
PRE-ELEMENTARY EDUCATION	3171	18.8	METALLURGICAL ENGINEERING	60	22.7
SECONDARY EDUCATION	6056	21.9	MINING & MINERAL ENG	46	20.1
STUDENT COUNSELING	733	19.1	NAVAL ARCHIT & MARINE ENG	184	22.9
TEACHER AIDE	48	15.8	NUCLEAR ENGINEERING	302	23.9
EDUCATION, GENERAL	22192	20.4	OCEAN ENGINEERING	92	21.1
			PETROLEUM ENGINEERING	104	22.1
TEACHER EDUCATION	(35054)	(20.3)	SYSTEMS ENGINEERING	73	21.5
AGRICULTURAL EDUCATION	339	19.9	ENGINEERING, GENERAL	28576	22.3
ART EDUCATION	966	20.4			
BUSINESS EDUCATION	185	19.0	ENGINEERING-RELATED TECH	(20042)	(21.4)
ENGLISH EDUCATION	2636	22.0	AERONAUTICAL TECHNOLOGY	1343	23.4
FOREIGN LANGUAGES EDUC	424	21.9	AC, HEATING, REFRIG TECH	188	16.7
HEALTH EDUCATION	214	18.1	ARCHITECTURAL DESIGN TECH	1002	21.5
HUMAN, FAM/CONS SCI EDUC	83	18.9	BIOMEDICAL EQUIPMENT TECH	156	24.0
INDUSTRIAL ARTS EDUCATION	76	18.9	CIVIL ENGINEERING TECH	407	22.4
MATHEMATICS EDUCATION	1552	22.0	COMPUTER ENGINEERING TECH	3206	21.5
MUSIC EDUCATION	3851	22.1	CONSTRUCTION/BLDG TECH	354	18.1
PHYSICAL EDUCATION	4730	17.9	DRAFTING & DESIGN TECH	917	19.7
SCIENCE EDUCATION	597	21.8	ELECTRICAL ENG TECHNOLOGY	1399	20.1
SOC STUDIES/SOC SCI EDUC	1760	21.4	ELECTRONIC ENG TECHNOLOGY	1286	19.7
SPECIAL EDUCATION	2074	19.9	ELECTROMECHAN INSTR TECH	89	19.3
SPEECH CORRECTION EDUC	215	19.9	ENVIRONMENTAL CONTRL TECH	114	22.1
TEACHING ENGL AS 2ND LANG	92	20.2	INDUSTRL PRODUCTION TECH	96	20.3
TECH/TRADE & IND ED	113	19.1			
TEACHER EDUCATION, OTHER	1070	19.4			
TEACHER EDUCATION, GEN	14077	20.1			

TABLE 13 (CONTINUED)

	NUMBER OF STUDENTS	MEAN ACT COMP		NUMBER OF STUDENTS	MEAN ACT COMP
LASER/FIBER-OPTIC TECH	81	20.8	HUMAN, FAMILY/CONS SCI	(8513)	(18.8)
MANUFACTURING TECHNOLOGY	124	19.4	CHILD DEV, CARE, GUIDANCE	1530	17.6
MECHANICAL ENG TECH	1267	21.2	CHILD CARE AIDE/ASSISTING	326	15.9
MINING & PETROLEUM TECH	29	20.6	CULINARY ARTS	1529	18.9
OCCUPATL SFTY & HLTH TECH	26	17.0	FAMILY/CONS RESOURCE MGMT	61	18.5
SURVEYING & MAPPING TECH	73	20.0	FASHION DESIGN	880	19.5
ENGINEERING TECH, OTHER	558	21.8	FOOD PRODUCTN, MGMT, SVCS	289	18.2
ENGINEER-RELATED TECH, GEN	7327	21.9	FOOD SCI & NUTR/DIETETICS	715	21.4
			HUMAN ENVIRON & HOUSING	28	17.1
FOREIGN LANGUAGES	(3753)	(23.4)	INDIVIDUAL & FAMILY DEVEL	89	18.8
ASIATIC LANGUAGES	219	23.7	TEXTILES AND CLOTHING	83	21.0
CLASSICAL LANGUAGES	91	26.1	HUMAN, FAM/CONS SCI, GEN	2983	18.9
FRENCH	526	23.8			
GERMAN	251	23.9	LETTERS	(7199)	(24.7)
ITALIAN	24	22.8	CLASSICS	70	26.6
MIDDLE EASTERN LANGUAGES	17	22.1	COMPARATIVE LITERATURE	92	25.0
RUSSIAN	62	23.9	CREATIVE WRITING	2382	23.8
SPANISH	1276	22.9	ENGLISH, GENERAL	2285	25.4
FOREIGN LANGUAGES, OTHER	185	21.1	LINGUISTICS	120	25.1
FOREIGN LANGUAGES, GEN	1102	23.8	LITERATURE, ENGLISH/AMER	741	25.1
			SPEECH & RHETORICAL STUDY	80	22.5
HEALTH SCI & ALLIED HLTH	(179137)	(20.9)	LETTERS, GENERAL	1429	24.9
CHIROPRACTIC	1365	20.4			
DENTAL ASSISTING	504	16.9	MATHEMATICS	(4273)	(24.3)
DENTAL HYGIENE	2500	18.4	ACTUARIAL SCIENCES	236	25.9
DENTAL LAB/TECHNOLOGY	109	18.3	APPLIED MATHEMATICS	522	23.6
DENTISTRY	3812	21.2	STATISTICS	147	23.2
EMERG MED TECH/PARAMEDIC	1258	18.5	MATHEMATICS, GENERAL	3368	24.3
HEALTH CARE ADMIN	576	18.7			
MEDICAL/SURG ASSISTING	2909	18.9	PHILOS, RELIG & THEOLOGY	(6915)	(22.5)
MEDICAL LAB/TECHNOLOGY	1287	20.1	BIBLE STUDIES	990	22.2
MED RECORDS ADMIN/TECH	440	18.5	PHILOSOPHY	782	24.1
MEDICINE	37082	23.4	RELIGION	813	22.1
MNTL HLTH & HUM SVCS/TECH	718	20.0	RELIGIOUS EDUCATION	714	21.6
NUCLEAR MEDICINE TECH	186	20.9	RELIGIOUS MUSIC	302	21.9
NURSING (PRACTICAL)	3232	17.0	THEOLOGY	772	22.8
NURSING (REGISTERED)	16651	18.6	PHILOS, RELIG & THEOL, GEN	2542	22.6
OCCUPATNL THERAPY/ASSIST	2068	19.8			
OPTOMETRY	1381	21.7			
PHARMACY	5008	21.3			
PHYSICIAN ASSISTING	1410	20.4			
PHYSICAL THERAPY/ASSIST	17474	20.2			
RADIOLOGY/RADIOLOGIC TECH	2806	18.8			
REC/ART/MUSIC THERAPY	453	21.5			
RESPIRATORY THERAPY/TECH	464	18.2			
SPEECH PATHOL/AUDIOLOGY	975	21.4			
VETFRINARIAN ASSISTING	1168	18.2			
VETRINARY MEDICINE	8679	22.2			
TH SCI & ALLIED, GEN	64622	20.6			

TABLE 13 (CONTINUED)

	NUMBER OF STUDENTS	MEAN ACT COMP		NUMBER OF STUDENTS	MEAN ACT COMP
SCIENCES (BIOL & PHYSICAL)	(48897)	(23.3)	VISUAL/PERFORM ARTS	(59414)	(21.3)
ASTRONOMY	1326	22.9	APPLIED DESIGN/CRAFTS	299	20.4
ATMOSPHER SCI & METEOROL	1751	22.1	ART	4875	20.6
BIOCHEMISTRY & BIOPHYSICS	2137	25.7	ART HIST & APPRECIATION	304	22.8
BIOLOGY	14265	23.3	CINEMATOGRAPHY/FILM/VIDEO	3183	22.3
BOTANY	240	22.9	DANCE	1707	20.7
CHEMISTRY	3757	24.4	DESIGN, GENERAL	1353	20.4
EARTH SCIENCE	525	21.8	DRAMA/THEATRE ARTS	6099	22.2
ECOLOGY/ENV STUDIES	1128	23.1	FINE ARTS, GENERAL	1267	22.1
GEOLOGY	504	23.5	GRAPHIC ARTS TECHNOLOGY	1774	21.0
MICROBIOLOGY	1231	24.8	GRAPHIC DESIGN	3838	21.0
OCEANOGRAPHY	2458	20.9	MUSIC (LIBERAL ARTS)	2409	22.7
PHYSICS	1702	26.9	MUSIC PERFORMANCE	7767	22.0
ZOOLOGY	3493	21.8	MUSIC THEORY & COMPOSIT	1556	22.6
SCIENCES (BIO & PHYS), GEN	14380	23.3	PHOTOGRAPHY	2943	20.1
			VISUAL/PERFORM ARTS, GEN	20040	20.7
SOCIAL SCIENCES	(84778)	(21.9)	UNDECIDED	(102676)	(20.9)
ANTHROPOLOGY	1172	23.9			
ECONOMICS	400	25.5			
GEOGRAPHY	178	21.5			
HISTORY	4645	23.3			
INTERNATIONAL RELATIONS	1455	25.4			
LAW	18505	21.9			
PARALEGAL/LEGAL ASSISTING	795	18.7			
POLITICAL SCI/GOVERNMENT	4938	23.8			
PSYCHOLOGY	29924	21.5			
SOCIOLOGY	1890	20.7			
URBAN STUDIES	78	22.1			
SOCIAL SCIENCES, GENERAL	20798	21.7			
TRADE & INDUSTRIAL	(11848)	(18.9)			
AIRCRAFT TECHNICIAN	272	18.7			
AIRPLANE PILOTING & NAVIG	2647	21.2			
AUTOMOTIVE BODY REPAIR	480	16.8			
AUTOMOTIVE TECHNOLOGY	1502	18.6			
AVIATION MANAGEMENT	112	19.9			
COMPUTER ELECTRNCS/REPAIR	346	18.7			
CONSTRCT TRADES & CARPENT	595	17.6			
DIESEL MECHANICS & TECH	424	17.9			
DRAFTING	232	18.5			
ELECTRICAL EQUIP REPAIR	476	18.3			
HEATING, AC, REFRIG MECH	148	17.0			
MACHINE TECHNOLOGY	291	18.5			
MECHANICAL DRAFTING	92	18.6			
WELDING & WELDING TECH	470	16.9			
TRADE & INDUSTRIAL, GEN	3761	18.6			

TABLE 14 AVERAGE ACT COMPOSITE SCORE BY CAREER CLUSTER

REFERENCE GROUP		TOTAL FREQ MEAN	CORE OR MORE FREQ MEAN	LESS THAN CORE FREQ MEAN	MALES FREQ MEAN	FEMALES FREQ MEAN
<u>PLAN ON 2-YEARS OR LESS OF COLLEGE</u>						
BUSINESS CONT (02-03)	5268	16.9	1877	17.7	3354	16.4
BUSINESS OPER (04-05)	8162	17.2	2592	18.2	5503	16.8
TECHNICAL (06-07)	13866	17.4	4446	18.7	9252	16.9
SCIENCE (08-09)	7952	18.1	2768	19.2	5046	17.5
ARTS (10-11)	4211	18.1	1498	19.1	2656	17.4
SOCIAL SERVICE (12-01)	4237	17.3	1503	18.2	2684	16.8
OTHER*	17059	17.1	5925	18.0	10845	16.6
TOTAL	60755	17.4	20609	18.4	39340	16.9
					27291	17.5
						33232
						17.3
<u>PLAN ON 4-YEARS OR MORE OF COLLEGE</u>						
BUSINESS CONT (02-03)	105099	20.8	68826	21.5	35364	19.3
BUSINESS OPER (04-05)	69198	20.7	43290	21.5	25303	19.2
TECHNICAL (06-07)	96794	21.0	61626	21.9	34192	19.4
SCIENCE (08-09)	140848	22.5	94916	23.3	44432	21.0
ARTS (10-11)	107115	22.4	71184	23.1	34828	21.0
SOCIAL SERVICE (12-01)	105266	21.2	67635	22.0	36588	19.8
OTHER*	266153	21.2	172338	22.0	89015	19.6
TOTAL	890473	21.4	579815	22.2	299722	19.9
					376158	21.6
						511227
						21.3

* OTHER = STUDENTS WHO HAD WORLD-OF-WORK REGIONS THAT DIFFERED FROM THOSE LISTED

TABLE 15 HIGH SCHOOL ACADEMIC AREA GRADE AVERAGES BY GENDER AND RACE/ETHNICITY

REFERENCE GROUP	NUMBER OF STUDENTS	ENGLISH	MATH	SOCIAL STUDIES	NATURAL SCIENCE	HS GPA AVG	HS GPA SD
MALE	401153	3.10	3.00	3.27	3.12	3.12	0.62
FEMALE	548917	3.36	3.08	3.38	3.23	3.26	0.57
NO GENDER	3523	3.18	2.99	3.28	3.12	3.14	0.58
AFRICAN-AMERICAN/BLACK	97839	2.91	2.66	3.02	2.85	2.86	0.58
CAUCASIAN-AMERICAN/WHITE	691460	3.30	3.10	3.38	3.23	3.26	0.58
OTHER MINORITY	105219	3.24	3.07	3.32	3.17	3.20	0.58
MISSING/PREFER NO RESP	59075	3.24	3.02	3.33	3.16	3.19	0.59
TOTAL	953593	3.25	3.05	3.34	3.18	3.20	0.59

APPENDIX

THE RESULTS PROFILED IN THIS REPORT ARE BASED ON ALL STUDENTS WHO GRADUATED FROM HIGH SCHOOL IN THE SPRING OF 2000, AND WHO TOOK THE ACT ASSESSMENT DURING THEIR SOPHOMORE, JUNIOR OR SENIOR YEAR ON A NATIONAL TEST DATE. IF A STUDENT TESTED MORE THAN ONCE, ONLY THEIR MOST RECENT TEST RECORD CONTAINING A VALID HIGH SCHOOL CODE IS USED. THOSE STUDENTS WHO TESTED RESIDUALLY OR TESTED UNDER EXTENDED TIME CONDITIONS ARE NOT INCLUDED.

IT SHOULD BE NOTED THAT COLLEGE-BOUND STUDENTS WHO TAKE THE ACT ASSESSMENT ARE NOT NECESSARILY REPRESENTATIVE OF COLLEGE-BOUND STUDENTS NATIONALLY. STUDENTS WHO LIVE IN THE MIDWEST, ROCKY MOUNTAINS AND PLAINS AND THE SOUTHERN REGIONS OF THE COUNTRY ARE OVER REPRESENTED AMONG ACT-TESTED STUDENTS AS COMPARED TO COLLEGE-BOUND STUDENTS NATIONALLY.

CAUTION SHOULD BE USED IN MAKING COMPARISONS BETWEEN STATE AND NATIONAL NORMS. STATE NORMS MAY DIFFER FROM NATIONAL NORMS FOR NON-EDUCATIONAL REASONS SUCH AS THE DEMOGRAPHIC MAKE-UP OF A STATE'S ACT-TESTED GRADUATES COMPARED TO THE NATION.

SINCE THE ACT ASSESSMENT IS DESIGNED FOR THOSE STUDENTS WHO PLAN TO ATTEND COLLEGE, THE FOCUS IS ON STUDENTS WHO COMPLETED THE RECOMMENDED COLLEGE PREPARATORY COURSES. THE RECOMMENDED COLLEGE CORE COURSES (AS DEFINED BY ACT) INCLUDE:

ENGLISH (FOUR YEARS OR MORE)

ONE YEAR CREDIT EACH FOR ENGLISH 9, ENGLISH 10, ENGLISH 11, ENGLISH 12

MATHEMATICS (THREE YEARS OR MORE)

ONE YEAR CREDIT EACH FOR ALGEBRA I, ALGEBRA II, GEOMETRY

ONE-HALF YEAR CREDIT EACH FOR TRIGONOMETRY, CALCULUS (NOT PRE-CALCULUS),
OTHER MATH COURSES BEYOND ALGEBRA II, COMPUTER MATH/COMPUTER SCIENCE

SOCIAL SCIENCES (THREE YEARS OR MORE)

ONE YEAR CREDIT EACH FOR AMERICAN HISTORY, WORLD HISTORY, AMERICAN GOVERNMENT
ONE-HALF YEAR CREDIT EACH FOR ECONOMICS, GEOGRAPHY, PSYCHOLOGY, OTHER HISTORY

NATURAL SCIENCES (THREE YEARS OR MORE)

ONE YEAR CREDIT EACH FOR GENERAL/PHYSICAL/EARTH SCIENCE, BIOLOGY, CHEMISTRY,
PHYSICS

ALL CALCULATED HIGH SCHOOL GPAS SHOWN IN THIS REPORT ARE BASED ON STUDENT REPORTED COURSE GRADES IN THE FOUR CORE SUBJECT AREAS (ENGLISH, MATH, SOCIAL SCIENCE AND NATURAL SCIENCE).

INSTRUCTIONS FOR USING THE DATA PRESENTED IN THIS REPORT ARE PROVIDED IN THE INTERPRETIVE GUIDE, YOUR COLLEGE-BOUND STUDENTS. IF YOU HAVE QUESTIONS CONCERNING THIS REPORT OR NEED A COPY OF THIS GUIDE, PLEASE CALL AT 319/337-1111 OR WRITE TO ACT RESEARCH SERVICES, ACT INC, P.O. BOX 168, IOWA CITY, IOWA 52243.

RA 400.0

ACT
2201 North Dodge Street
P.O. Box 168
Iowa City, IA 52243-0168

19772

ACT Assessment

National

Standards for Transition Summary Profile

National Report

Graduating Class of 2000

Students: 1065138

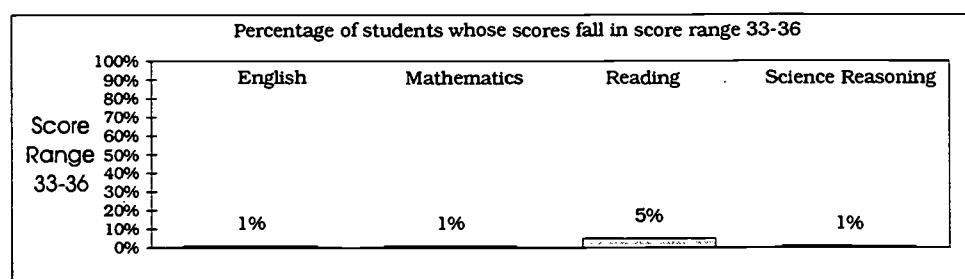
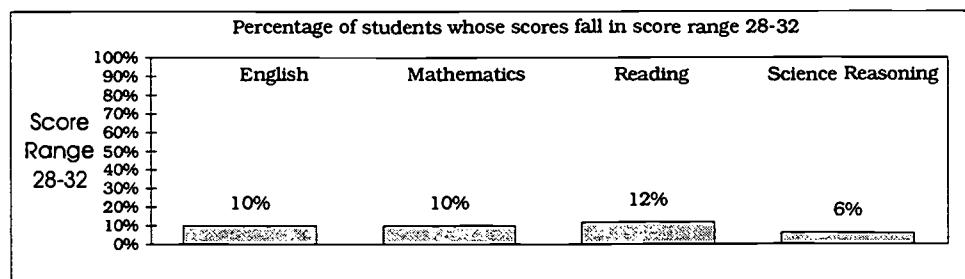
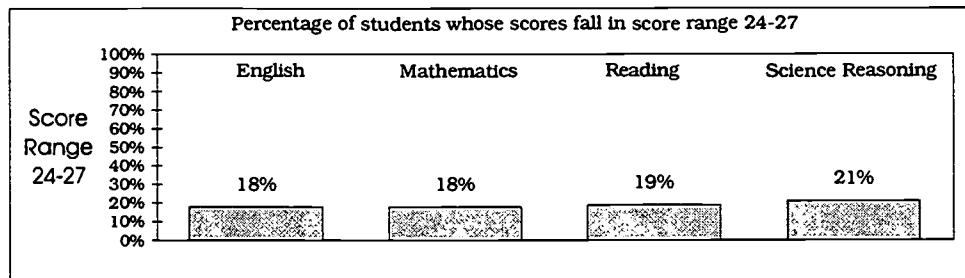
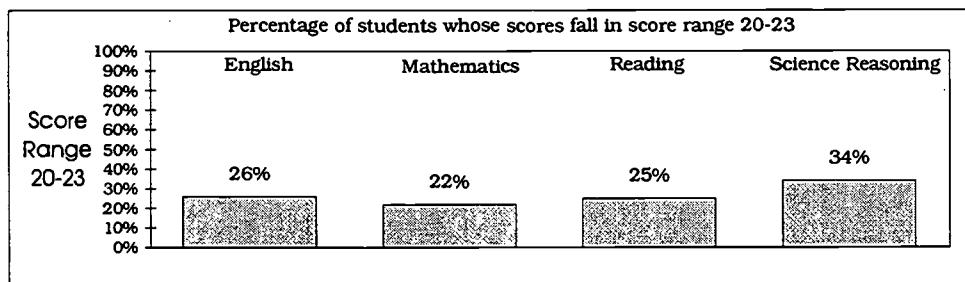
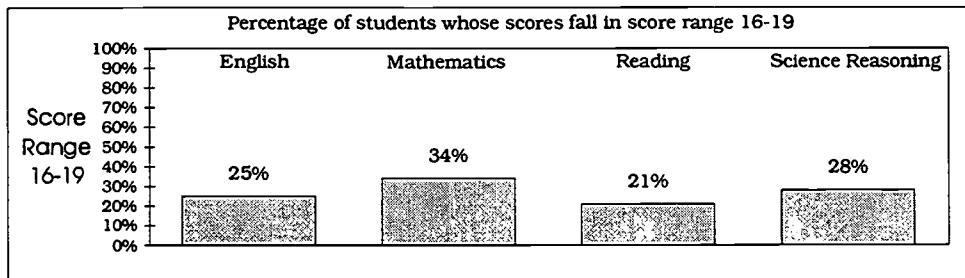
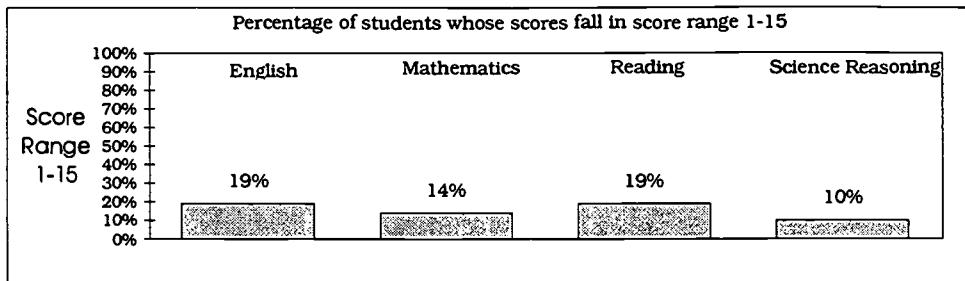
Purpose

The ACT Assessment program contains four curriculum-based tests that measure academic achievement in the areas of English, mathematics, reading, and science reasoning. This profile gives the percentage of students nationally earning scores in the six score ranges for each of the content areas. The national percentages are based on the Spring 2000 graduates who were tested as sophomores, juniors, or seniors prior to graduation. All percentages have been rounded to the nearest whole number.

Observations

National comparisons should be made within each content area and not across the content areas. It is desirable to have the percentage of students in the two score ranges representing the highest scores (28-32 and 33-36).

Items on each of the academic tests sample from a vast domain of knowledge and skills that have been judged important for success in high school, college, and beyond. The score ranges given in this profile are linked to the *Standards for Transition*. The *Standards for Transition* are statements that describe what students who score in various score ranges are *likely* to know and to be able to do. They reflect the progression and complexity of skills in each test of the ACT Assessment program. The data from this profile along with the *Standards for Transition* and information from other sources can be used to inform local instructional priorities.



Standards for Transition Report: ENGLISH

National Summary Report

Number of Students: 1065138
Graduating Class of 2000

Purpose
This report provides the percentage of students nationally earning scores in the six ACT[®] score ranges for the English Test. The national percentages are based on the Spring 2000 graduates who were tested as sophomores, juniors, or seniors prior to graduation. All percentages have been rounded to the nearest whole number.

Observations

The *Standards for Transition* are statements that describe what students who score in various score ranges are likely to know and to be able to do. They reflect the progression and complexity of skills in the ACT Assessment English Test. Since the standards are cumulative, students typically can demonstrate most or all of the skills and knowledge in the score ranges preceding the range in which they scored. Students who score between 1 and 15 are most likely beginning to develop the skills and knowledge assessed in the 16-19 score range; scores in the 16-19 range represent a level of performance considered by most colleges to be a minimum to enter credit-bearing college courses. The ACT Assessment English Test includes items from a vast domain of knowledge and skills that have been judged important for success in high school, college, and beyond. Thus, the *Standards for Transition* should be interpreted in a responsible way that will help students better understand what is required of them if they are to make a successful transition to college and to further training.

Score Range	No. of Students	Percent National	Standards for Transition
1-15	204032	19%	Students who score between 1-15 are most likely beginning to develop the knowledge and skills assessed in the 16-19 score range; scores in the 16-19 range represent a level of performance considered by most colleges to be a minimum to enter credit-bearing college courses.
16-19	266670	25%	Students can identify the basic purpose or role of a specified phrase or sentence. They are able to select the most logical place to add a sentence in a paragraph and delete irrelevant, redundant, and wordy conjunctive adverbs and irrelevant, redundant, and wordy material. They revise expressions that violate the essay's tone and correct glaringly inappropriate shifts in verb tense or voice.
20-23	279429	26%	Students can identify the main theme or topic of a straightforward piece of writing. They are able to add a sentence that introduces a simple paragraph and to decide the most logical place to add a sentence in an essay. They can use a conjunctive adverb or phrase to express a straightforward logical relationship. They can eliminate details that clearly violate the focus of the essay and revise material to make the writing less clumsy and more concise. They can use the word or phrase most appropriate in terms of the context and tone of a fairly straightforward essay.
24-27	190167	18%	Students can identify the main theme or topic of a straightforward piece of writing. They are able to add a sentence to introduce or summarize the essay, accomplish a fairly straightforward and limited purpose, and provide a transition between paragraphs when the essay is fairly straightforward. They can delete a sentence that disrupts the development of the paragraph and a phrase that disrupts the flow of the sentence.
28-32	109149	10%	Students can identify the focus and purpose of a fairly involved essay, applying their knowledge to determine the rhetorical effect of a new or existing sentence, and the need to add supporting detail or delete plausible but irrelevant material. They are able to add a sentence to introduce or conclude a fairly complex paragraph, accomplish a subtle purpose such as emphasis, and express meaning through contrast. They can rearrange sentences in a complex paragraph; make sophisticated distinctions concerning the logical use of conjunctive adverbs or
33-36	15691	1%	Students can determine whether a complex essay has accomplished specific purposes. They consider the need for introductory sentences or transitions, basing their decisions on a complete understanding of both the logic and rhetorical effect of the paragraph and essay. They can add a phrase or sentence to accomplish a complex purpose, often expressed in terms of the

Standards for Transition Report: MATHEMATICS

National Summary Report

Number of Students: 1065138 Graduating Class of 2000

Purpose
This report provides the percentage of students nationally earning scores in the six ACT score ranges for the Mathematics Test. The national percentages are based on the Spring 2000 graduates who were tested as sophomores, juniors, or seniors prior to graduation. All percentages have been rounded to the nearest whole number.

Score Range	No. of Students	Percent National	Standards for Transition
1-15	151136	14%	Students who score between 1-15 are most likely beginning to develop the knowledge and skills assessed in the 16-19 score range; scores in that 16-19 range represent a level of performance considered by most colleges to be a minimum to enter credit-bearing college courses.
16-19	367222	34%	Students can solve routine one-step and two-step arithmetic problems, single-step percent problems, and straightforward average problems; recognize one-digit factors of a number; and identify a digit's place value. In probability, statistics, and data analysis, these students can perform computations on data from tables and graphs and determine the probability of the complement of an event. In algebra, they can combine two like terms (e.g., $2x + 5x$); substitute whole numbers for unknown quantities to evaluate expressions; and solve one-step equations having whole number or decimal answers. In coordinate geometry, they can locate points on the number line and in the first quadrant of the coordinate plane. In geometry, they can compute the perimeter of polygons when all side lengths are given and compute the area of rectangles when whole number dimensions are given.
20-23	235707	22%	Students can solve routine two-step and three-step arithmetic problems, such as rate and proportion problems, multistep percent problems (e.g., tax added and percentage off), and average problems (e.g., computing with negative integers or using a given average); and exhibit knowledge of elementary number concepts including the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor. In probability, statistics, and data analysis, these students can translate from one representation of data to another.
24-27	189754	18%	Students can solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour); work problems involving positive integer exponents, ordering fractions, and numerical factors. In probability, statistics, and data analysis, these students can manipulate data; use Venn diagrams in counting; and compute straightforward probabilities for common situations. In algebra, they can work with square and cube roots; determine when an expression is undefined; square numbers and expressions; factor simple quadratics (e.g., the difference of squares and perfect square binomials); identify zeros or roots of linear equations; and solve absolute value equations.
28-32	107302	10%	Students can solve word problems containing several rates, proportions, or percentages. In probability, statistics, and data analysis, students can interpret and use information from tables and graphs including graphs in the coordinate plane; apply counting techniques; and apply the definition of probability. In algebra, they can apply the rules of exponents and number properties—often in a new context—to solve problems that involve even/odd numbers, positive/negative integers, and prime factorizations; manipulate equations; write expressions for factorizations; and recognize special characteristics of parabolas and the graphs in the coordinate plane based on a general equation such as $y = ax^2 + c$ or a set of conditions. In geometry, they can draw conclusions based on a set of conditions; solve multi-step geometry problems that involve center or radius of a circle; and apply basic trigonometric ratios to solve right-triangle problems.
33-36	14017	1%	Students can solve complex arithmetic problems involving percent of increase or decrease and problems requiring integration of several concepts from pre-algebra and/or pre-geometry (e.g., comparing percentages or averages, using several ratios, and finding rates in geometry settings). In probability, statistics, and data analysis, students can analyze and draw conclusions based on information from tables and graphs including graphs in the coordinate plane and exhibit knowledge of conditional and joint probability. In algebra, they can draw conclusions based on number concepts, algebraic properties, and/or relationships between expressions and numbers; exhibit knowledge of logarithms and geometric sequences; can write an expression or equation that requires planning, solving, and/or manipulating to accurately model a situation; and can solve simple absolute value inequalities. In coordinate geometry, they can graph solutions to simple quadratic inequalities on the number line and identify characteristics of graphs in the coordinate plane based on a general equation such as $y = ax^2 + c$ or a set of conditions. In geometry, they can draw conclusions based on a set of conditions; solve multi-step geometry problems that involve integrating concepts, planning, visualization, and/or making connections with other content areas (e.g., illustrating a scenario and then determining a solution path; and using algebraic representations for area); use scale factors to determine the magnitude of a size change; and compute the area of irregularly shaped regions that require planning or visualization. In trigonometry, they can use trigonometric concepts and basic identities to solve problems; exhibit knowledge of unit circle trigonometry; and can recognize graphs of basic trigonometric functions.

Observations

The *Standards for Transition* are statements that describe what students who score in various score ranges are likely to know and to be able to do. They reflect the progression and complexity of skills in the ACT Assessment Mathematics Test. Since the standards are cumulative, students typically can demonstrate most or all of the skills and knowledge in the score ranges preceding the ranges in which they scored. Students who score between 1 and 15 are most likely beginning to develop the skills and knowledge assessed in the 16-19 score range; scores in the 16-19 range represent a level of performance considered by most colleges to be a minimum to enter credit-bearing college courses. The ACT Assessment Mathematics Test includes items from a vast domain of knowledge and skills that have been judged important for success in high school, college, and beyond. Thus, the *Standards for Transition* should be interpreted in a responsible way that will help students better understand what is required of them if they are to make a successful transition to college and to further training.

BEST COPY AVAILABLE

Standards for Transition Report: READING

National Summary Report

Number of Students: 1065138
Graduating Class of 2000

Purpose

This report provides the percentage of students nationally earning scores in the six ACT score ranges for the Reading Test. The national percentages are based on the Spring 2000 graduates who were tested as sophomores, juniors, or seniors prior to graduation. All percentages have been rounded to the nearest whole number.

Observations

The *Standards for Transition* are statements that describe what students who score in various score ranges are likely to know and to be able to do. They reflect the progression and complexity of skills in the ACT Assessment Reading Test.

Since the standards are cumulative, students typically can demonstrate most or all of the skills and knowledge in the score ranges preceding the range in which they scored. Students who score between 1 and 15 are most likely beginning to develop the skills and knowledge assessed in the 16-19 score range; scores in the 16-19 range represent a level of performance considered by most colleges to be a minimum to enter credit-bearing college courses.

The ACT Assessment Reading Test includes items from a vast domain of knowledge and skills that have been judged important for success in high school, college, and beyond. Thus, the *Standards for Transition* should be interpreted in a responsible way that will help students better understand what is required of them if they are to make a successful transition to college and to further training.

Standards for Transition			
Score Range	No. of Students	Percent National	
1-15	200973	19%	Students who score between 1-15 are most likely beginning to develop the knowledge and skills assessed in the 16-19 score range; scores in the 16-19 range represent a level of
16-19	218946	21%	Students can exhibit a basic understanding of uncomplicated literary narratives. They are able to draw simple conclusions and make simple generalizations about the main points and characters. They are able to identify relationships between
20-23	286308	25%	Students can grasp the important components of uncomplicated literary narratives and informational passages. They respond with increasing confidence to factual questions in informational passages. They can identify comparative relationships between ideas and characters, and can identify clearly stated cause-effect relationships found in uncomplicated texts. They are able to order simple sequences of events in uncomplicated literary narratives. They also draw simple conclusions using details that support the main idea of more challenging passages. They locate important details and are beginning to use context clues
24-27	197873	19%	Students can exhibit a sound understanding of the important features of more challenging literary narratives and informational passages. They can infer the main idea of some paragraphs in more challenging passages, and they can discern which details, though they may appear in different sections throughout a passage, support important points in more challenging informational passages. They have a sound grasp of relationships between characters and ideas and can identify subtly stated cause-effect relationships in uncomplicated literary narratives and informational passages. They can use context clues to determine the appropriate meaning of multiple-meaning words in informational passages. They reveal an understanding of the dynamics of characters' relationships in more challenging literary narratives, and they are able to identify implied cause-effect relationships. These students can determine the appropriate meanings of words from richly figurative contexts. They
28-32	129720	12%	Students can read closely all but the most dense and complex passages. Among the skills these students exhibit are the ability to: infer the main idea of a passage or paragraph, use details from different sections of some complex informational passages to support a specific point or argument, and order sequences of events as they occur in more challenging literary and
33-36	51318	5%	Students can read closely and reason about even the most dense and complex passages. They can identify main ideas of passages and paragraphs, locate the important details and facts that support any idea or argument, and order sequences of events in complex passages. They make comparisons, conclusions, and generalizations that reveal a feeling for the subtleties in relationships between characters and ideas. They

Descriptions of the ACT Assessment Reading Passages

INFORMATIONAL PASSAGES

More Challenging

More Challenging refers to excerpts from essays, short stories, and novels that tend to make generous use of figurative language, have a more intricate structure and messages conveyed with some subtlety, and may feature somewhat complex interactions between characters, often contain challenging context-dependent vocabulary, and typically contain messages and/or meanings that are not explicit but are embedded in the passage.

More Challenging

More Challenging refers to materials that tend to present concepts that are not always stated explicitly and that are accompanied or illustrated by more—and more detailed—supporting data. Include some difficult context-dependent words, and are written in a somewhat more demanding and less accessible style.

Complex

Complex refers to materials that tend to include a sizable amount of data, present difficult concepts that are embedded (not explicit) in the text, use demanding words and phrases whose meaning must be determined from context, and are likely to include intricate explanations of processes or events.

Uncomplicated

Uncomplicated refers to materials that tend to contain a limited amount of data, address basic concepts using familiar language and conventional organizational patterns, have a clear purpose, and are written to be accessible.

Complex

Complex refers to materials that tend to present concepts that are not always stated explicitly and that are accompanied or illustrated by more—and more detailed—supporting data. Include some difficult context-dependent words, and are written in a somewhat more demanding and less accessible style.

LITERARY NARRATIVES

More Challenging

More Challenging refers to excerpts from essays, short stories, and novels that tend to make generous use of ambiguous language and literary devices. Feature complex and subtle interactions between characters, often contain challenging context-dependent vocabulary, and typically contain messages and/or meanings that are not explicit but are embedded in the passage.

Complex

Complex refers to materials that tend to include a sizable amount of data, present difficult concepts that are embedded (not explicit) in the text, use demanding words and phrases whose meaning must be determined from context, and are likely to include intricate explanations of processes or events.

Uncomplicated

Uncomplicated refers to excerpts from essays, short stories, and novels that tend to use simple language and structure, have a clear purpose and a familiar style, present straightforward interactions between characters, and employ only a limited number of literary devices such as metaphor, simile, or hyperbole.

Standards for Transition Report: SCIENCE REASONING

National Summary Report

Number of Students: 1065138
Graduating Class of 2000

Purpose	No. of Students	Percent National	Score Range	Students who score between 1-15 are most likely beginning to develop the knowledge and skills assessed in the 16-18 score range; scores in the 16-19 range represent a level of achievement; scores in the 20-23 range represent a level of achievement; scores in the 24-27 range represent a level of achievement; scores in the 28-32 range represent a level of achievement; scores in the 33-36 range represent a level of achievement.	Standards for Transition	
This report provides the percentage of students nationally earning scores in the six ACT score ranges for the Science Reasoning Test. The national percentages are based on the Spring 2000 graduates who were tested as sophomores, juniors, or seniors prior to graduation. All percentages have been rounded to the nearest whole number.	106122	10%	1-15	Students can select a single data point from a table and identify the basic features of a table or graph (e.g., headings, units of measurement, axis labels). They can also understand basic scientific terminology and can find pertinent information in a brief body of text. When working with data, they can compare two data points within one variable. They can identify a direct relationship between two variables.	Students can translate both written data and tabular data into graphic form. They can understand basic lab procedures and can identify the control in an experiment or study.	
	300378	28%	16-19	Students can select data from simple graphs (e.g., line graphs, bar graphs) and diagrams (e.g., carbon cycle, electrical circuits). They are able to identify pertinent data from a table with two variables and can also identify whether a relationship exists between two variables. When working with data, they can identify an inverse relationship between two variables. They can translate both written data and tabular data into graphic form. They can understand basic lab procedures and can identify the control in an experiment or study.	Students can translate both written data and tabular data into graphic form. They can understand basic lab procedures and can identify the control in an experiment or study.	
Observations			20-23	357489	34%	Students can select pertinent data from a graph or table with three or more variables and can interpolate between data points in graph or table. They can identify simple mathematical relationships between data and can identify a direct or inverse relationship between three or more variables. They understand moderately complex lab procedures and can determine the purpose behind parts of a basic experimental design. They can select a simple hypothesis, statement, prediction, generalization, or conclusion that is supported by a data set. They can identify strengths and weaknesses or similarities and differences in one or more experiments or viewpoints. They can also identify key issues in an argument or viewpoint and determine whether new information supports or weakens a viewpoint or hypothesis.
			24-27	221680	21%	Students can select pertinent data from a graph or table with three or more variables and can extrapolate from data points in a graph or table. They are able to compare and combine written information from the text with additional information provided (e.g., data in tables or figures). They understand complex lab procedures, can determine the hypothesis for an experiment, and can determine the purpose behind parts of a moderately complicated experimental design. When analyzing an experiment, these students can identify an alternate method for testing a hypothesis. These students can select a complex hypothesis, statement, prediction, generalization, or conclusion based on one data set. They can also select a set of data that support or contradict a hypothesis, statement, prediction, generalization, or conclusion. They can also predict the most likely or least likely result based on a given viewpoint.
			28-32	63793	6%	Students can compare and combine data from two data sets. They are also able to combine new, complex information with given data or other information. They understand precision and accuracy issues. When analyzing an experiment, these students can predict how modifying an experiment or study (adding a new variable or changing a variable) will affect the results. They can also generalization, or conclusion based on two or more data sets. They are able to determine whether given data or other information supports or contradicts a hypothesis or conclusion.
			33-36	155676	1%	Students can compare and combine data from two data sets. They are also able to combine new, complex information with given data or other information. They understand precision and accuracy issues. When analyzing an experiment, these students can predict how modifying an experiment or study (adding a new variable or changing a variable) will affect the results. They can also generalization, or conclusion based on two or more data sets. They are able to determine whether given data or other information supports or contradicts a hypothesis or conclusion.



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